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ABSTRACT

This guide explains to community and business persons what Vocational Education for Special Students (VESS) programs are and what they will be expected to do as participants in the programs. The guide provides an overview of VESS, which is aimed at providing job skills to disadvantaged and handicapped students through a community college/cooperative education program. It then presents in short summary format the major items that a business person who provides a cooperative work experience for such students needs to know. Topics covered include the following: the role of the training sponsor; roles of various personnel involved; establishment of the program, including the training agreement, insurance, the training plan, and certificates; how to function as a training representative; what students are like; the value of the program; and legal issues, such as the Fair Labor Standards Act and safety. An interview with a training representative is provided to give employers insight into the daily activities of the training representative and the students. (KC)

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Vocational Education for Special Students

The Community

the "Vital Component"

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A Guide for Community Participants

CE035454

Iowa Central Community College

and

Your Local School

Arrowhead Area Education Agency

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OVERVIEW

Special Job Skill Training

Iowa Central Community College, Arrowhead Area Education Agency, and your local school are dedicated to the premise that all students should have an equal opportunity for a fulfilling productive life.

Community-Based Programming

The special program, Vocational Education for Special Students (VESS), is designed to provide job specific skill training at a Vocational Center or at a community site. The purpose of this document is to provide needed information for personnel at a participating community site.

Individual Programs

This program provides an alternate vocational training program for students who require special programming to appropriately profit from educational and vocational training programs. While still enrolled in the local high school, the students are at a job site or community college vocational center for one-half to one full school day.
day.

HOW THIS BOOKLET CAN HELP THE COMMUNITY PARTICIPANTS

Answers to Basic Questions

This booklet is provided to answer basic questions of concern to community participants. It is very important for the community participants to understand the basic characteristics of this program and the role of the community site.

With this knowledge and a commitment to the project, the community participants will provide the vital component for students.

A NEW APPROACH TO LEARNING

Business people who first hear of the program wonder how it differs from other on-the-job training programs. Here are the major ways that Vocational Education for Special Students (VESS) differs from other projects.

1. Students in VESS are officially identified as students needing special education or students who have been identified as disadvantaged. This means that they need special programming in order to adequately profit from a vocational education. **Special Education Students and Disadvantaged**

2. The VESS students have clear-cut career goals. They have already explored an occupation **or** completed career assessment. They arrive at your place of business with a definite interest in obtaining specific skills required to do a given job. **Job Specific Skills**

3. No dollars are transacted in the program. Students are not paid at training sites since it is a learning situation. Similarly, you are not paid for the time that you devote to a student. **No Pay**

4. If a major amount of your time will be needed to train a given student, the project will pay for a technical tutor who can work side-by-side with the student. The tutor could be one of your retired employees, a part-time employee who could use extra hours, or another knowledgeable worker. **Use Training Tutors**

5. A Work Experience Instructor (WEI) will be assigned to each Special Education student.The disadvantaged student will be served by a representative of the local school or community college. The WEI spends several days in orientation before placement **and** makes at least one personal visit at the job site each week. **Weekly Contact by School**

6. The project provides insurance to cover the place of business and the student. This is required as the student is not covered by Workmen's Compensation. **Insurance**

ROLE OF TRAINING SPONSOR

Authorizes Student Participation

The Training Sponsor is the person who authorizes student participation at a given community site. The sponsor will sign an official Training Agreement that has been initiated by the school representative.

Training Station

Many business and industry sites can become training stations for students to develop job-specific skills. Students will learn first hand how workers perform their jobs. In many cases, the Training Sponsor will be too busy to work with the student on a daily basis. In these instances, the Sponsor turns the student over to a Training Representative. In some small businesses, the Training Sponsor and the Training Representative are one and the same person.

Job Specific Skills

VESS is a training program designed to assist the student in acquiring job specific skills needed for employment. The community site is considered an extension of the local school. The individual program of each student at the community site is designed to replicate what a similar student would be doing on the campus of the local school or community college vocational technical program in a "laboratory simulation." The cooperation and assistance of the training sponsor makes this possible.

The Training Sponsor should:

1. Oversee the student's placement.
2. Sign Training Agreement.
3. Be knowledgeable of insurance policy.
4. Report infractions or problems to the school representative.

PERSONNEL AND THEIR ROLE

TRAINING SPONSOR

Training Sponsor

The Training Sponsor is the person who authorizes the use of the given business or industry for a VESS student. The sponsor will sign an official Training Agreement that is initiated by the school representative.

TRAINING REPRESENTATIVE

Training Representative

This is the individual on the site who conducts the specific vocational training and represents the Training Sponsor. If circumstances dictate, the individual could also serve as a Technical Tutor. In the case of small businesses, the Training Representative might also be the Training Sponsor.

TECHNICAL TUTOR

Technical Tutor

The tutor may be used to assist the student at a community site to learn specific job skills. The tutor can be a person already employed by the business, a retired worker from that business or a similar one, or someone in the community with the needed skills.

WORK EXPERIENCE INSTRUCTOR

Work Experience Instructor

The Work Experience Instructor (WEI) is employed by the Area Education Agency to help provide career and vocational programming for handicapped students.

OTHER SCHOOL PERSONNEL

Other School Personnel

Other school personnel may be involved in this program. This would occur in accordance with the individual student's unique situation.

ESTABLISHING, IMPLEMENTING AND MONITORING THE PROGRAMMING

I.

Training Agreement

The first step in establishing the program is to develop a Training Agreement with the participating Training Sponsor. Following is a sample agreement.

SAMPLE

VOCATIONAL PROGRAMMING FOR SPECIAL STUDENTS
TRAINING SPONSOR AGREEMENT

By this agreement _____ will permit
(Training Sponsor)

_____, age _____ to enter its establishment
(Name of Student)

for the purpose of securing vocational job specific training for_____.
(Job)

Worker Trait Group_____ Number_____

This Training Agreement is to serve as a guide for all cooperating parties by providing the student with opportunities for training in the specific skills of the occupation he/she has chosen and the technical information related to it. A systematic plan which provides for well-rounded training must be followed. The Plan includes a schedule of work experiences and a course of study developed from the job analysis. The Training Plan has been worked out and agreed upon by the employer and a School Representative.

The student agrees to attend diligently to the training assigned by the employer. The School Representative will see that the student abides by the same company policies and regulations that apply to regular employees when appropriate for the training situation. The student agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve efficiency, knowledge and personal traits so that he/she may enter a chosen occupation as a desirable employee at the termination of the training period.

It is agreed that the employer will not pay the student for the tasks accomplished while in the training program.

The training period begins the _____ day of _____, 19_____, and extends through the _____ day of _____, 19_____. The student will attend the site from _____ to _____, _____.
Starting Time Ending Time Days per Week

The major purpose of this program is to provide valuable vocational training for the student in the occupational field of his/her choice. This agreement is to show the responsibilities of the trainees, parent, school and training sponsor.

All persons concerned jointly agree to the following conditions:

1. The trainee enters this program to learn all that the training sponsor and technical tutor can provide in the area of job information, skills and attitudes concerning a particular occupation or career.
2. The trainee must maintain regular attendance in school and at the training site. He/she cannot attend the training site on any school day that he fails to attend school. Exceptions are permissible only with the mutual consent of the training sponsor and the School Representative.

3. A student who is dropped from the school rolls will be terminated from his on-the-job training site.
4. A student will be dropped from the program resulting in a loss of school credits if he leaves his training site without the consent of the School Representative.
5. The training sponsor expects the trainee to be honest, punctual, cooperative, courteous and willing to learn. The training sponsor may discharge the trainee for just cause; however, the School Representative requests consultation with the training sponsor before final action is taken.
6. The training sponsor is asked to inform regular employees of their important role in assisting in the training of the trainee.
7. The training sponsor agrees to keep the trainee on the site for the number of hours specified in the agreement.
8. The trainee must be at least 16 at the time he enters the program. All local, State and Federal regulations regarding the employment of youth under the age of 18 apply to cooperative training students.
9. The school provides a technical tutor to supervise the student on the site and to provide relative instruction in the occupation named above. Evaluation of student performance will be the responsibility of the School Representative. School credit is granted for successful training performance, as well as related classroom performance.
10. The training agency will direct the observation and participation of the student in the occupational experence indicated, with the objective of assisting the student in understanding the nature of the occupation and its responsibilities and opportunities.
11. Name of the technical tutor who will be the on-the-job instructor for this occupation. _____
12. For hazardous occupations only:
    a. The work of the student-learner in occupations declared hazardous shall be incidental to this training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person.
    b. Safety instruction shall be given by the school and correlated by the technical tutor with on-the-job training.

APPROVALS

_____ Student	_____ Training Sponsor
_____ Parent or Guardian	_____ Name of Company
_____ School Representative	

II.

Insurance

The second step is providing additional protection.

Because the student is not considered an employee and no "employer-employee" relationship exists, Workmen's Compensation does **not** apply to VESS students. To cover the student in matters of general liability and personal injury, a separate insurance plan has been developed. Students are covered as follows:

General Liability - Northeastern Fire Insurance Company

Limits: $300,000. Bodily Injury
$100,000. Property Damage
$ 250. Deductible
Excludes Malpractice, Professional Services, Athletic Participation, Punitive and Exemplary Damages.

Accident/Medical - Travelers Insurance Company

Limits: $ 5,000. Medical Expense
$ 5,000. Accidental Death and Dismemberment and Loss of Sight. No Deductible. Covering Students and Coordinators

III.

Training Plan

The third step is for the student to be assigned to the community site. Here the Training Plan is implemented. The Training Plan is also used to determine the skills that will be evaluated. A sample plan follows:

TRAINING PLAN

STUDENT NAME Jane Smith SCHOOL Lexford Community School

TRAINING DATES September 10, 1981 (Beginning) TO May 20, 1982 (Ending)

OCCUPATIONAL JOB TITLE Machine Shop Custodian

Skills To Be Mastered	Date of Completion	*Competency Level	Remarks
1. Removing items from floor	9/15	(1) 2 3	
2. Sweeping floors	10/ 1	1 (2) 3	Must remember corners.
3. Scrubbing floors	10/12	(1) 2 3	
4. Wiping down machines	10/28	1 (2) 3	Use oil sparingly.
5. Using solvent	11/12	(1) 2 3	
6. Oiling Bright Parts	1/ 5	1 (2) 3	Remember all oil fittings.
7. Painting Machines	2/ 6	(1) 2 3	Excellent
8. Cleaning Work	2/10	(1) 2 3	
9. Washing Mirrors	2/15	1 (2) 3	
10. Filling towel holder	3/ 1	(1) 2 3	
11. Emptying trash barrels	10/	(1) 2 3	
12. Filling soap dispenser	3/18	(1) 2 3	
13. Transporting trash containers	11/ 4	1 (2) 3	Remember safety factors
14. Lifting trash containers	11/12	1 (2) 3	
15. Disinfecting trash	12/ 4	1 (2) 3	Don't overuse disinfectant.
16. Handling metal shavings	1/ 7	1 (2) 3	
17. Hauling scrap metals	1/30	1 (2) 3	
18. Dispensing of scrap	3/ 5	(1) 2 3	
19. Cleaning light fixtures	4/ 1	1 (2) 3	
20. Replacing light bulbs	4/ 8	(1) 2 3	

*COMPETENCY LEVEL: PLEASE CIRCLE -
1 = EXCELLENT
2 = GOOD
3 = ACCEPTABLE

Jim O'Leary
School Representative

Stanley Adams
Training Sponsor

IV.

Certificate

In the fourth phase, a certificate is issued at the conclusion of the student's successful participation in the program. The certificate verifies the job specific skills mastered at the site. The following is a sample certificate.

LEXFORD COMMUNITY SCHOOL

CERTIFICATE

This is to certify that

_____

has completed the competencies of the
Vocational Program for Special Students (VPSS) Program
operated for cooperating secondary schools of Lexford County

_____
Date

_____ _____
School Representative Superintendent

VOCATIONAL CERTIFICATE OF COMPETENCIES

Be it known that Bill Jones has successfully completed the competencies listed below. Given this 13 day of May, 1981.

BRICK AND BLOCK LAYING

- Block Selection--Kinds and Sizes ( )
- Brick Selection--Kinds and Sizes ( )

Mixing Mortar

- Hand Mixing (✓)
- Machine Mixing (✓)
- Tempering (✓)
- Coloring ( )
- Proper Mixing (✓)

Laying Block and Brick

- Laying Leads (✓)
- Laying to Line (✓)
- Building a Chimney ( )
- Knowing What Plum and Level Is (✓)
- Storing Materials (✓)
- Reading Rulers (✓)

Layout and Footing

- Elevations (✓)
- Batter Boards (✓)
- Using Transit (✓)
- Building Forms (✓)
- Pouring Footing (✓)

CARPENTRY

- Using Hand Tool Equipment
- Care and Maintenance ( )
- Implementing Safety ( )
- Identify and Use ( )

Identifying Type of Material and Use of Material

Building: Floor, Wall, Window, Door, Ceiling, Roof

- Building Walls (✓)
- Installing Doors and Windows ( )
- Applying Roofing (✓)
- Building and Installing Rafters (✓)
- Applying Sheeting (✓)

Identify Measuring Tools and Layout Building ( )

Use of Scaffolding and Ladder ( )

Reading and Understanding Blueprints ( )

____Total Hours

E Completed
O Not Completed

Joe Smith
Skill Trainer

Harry Cline
AEA Representative

THE TRAINING REPRESENTATIVE

AS A TRAINING REPRESENTATIVE, YOU WILL HAVE SEVERAL ROLES:

Students will be observing you as an adult, employee or employer, citizen and community member. **Model**

Students will look up to you as someone skilled in specialized tasks and responsible for making decisions. **Supervisor**

You will be helping students learn specific things as well as helping verify the student's performance. **Instructor**

You will have opportunities to help students think through career, personal and academic questions — sometimes merely by lending a sympathetic ear. **Counselor**

In this important capacity, you will sign off on students' abilities to do specified tasks and you will keep students informed about their progress. **Evaluator**

WHAT IS EXPECTED OF A TRAINING REPRESENTATIVE?

A Training Representative should be able to relate easily to young people and feel comfortable doing the following:

- providing a clear description of your job **Clear Directions**
- defining the job's advantages and disadvantages **Define Job**
- devoting some job time to instructional activities without neglecting their own work. **Devote Some Time**

How much time spent with each student will be determined by the Training Plan, the student and the school's representative.

THE FOLLOWING ARE SUGGESTIONS THAT CAN HELP THE TRAINING REPRESENTATIVE BE EFFECTIVE —

1. Let co-workers know in advance when a student will be on site so they can help the student feel at ease.	**Provide Advance Notice**
2. Introduce the student to as many employees as possible.	**Introduce**
3. Explain employee standards to the student (the student should follow the same codes of behavior, attire and attendance as employees at a site).	**Explain Standards**
4. Explain tasks clearly and concisely, as well as the criteria used to judge how well a task is done.	**Explain Tasks**
5. Be alert to clues the student gives that indicate something needs clarifying: uneasiness, evasiveness, loss of interest and so forth.	**Clarify**
6. Give student hands-on experience with the things and processes used in your work.	**Hands-on Experience**
7. Give the students a chance to talk about themselves — the better the training representative knows the student, the easier it will be to assist the student in learning the job specific skills. Be a good listener.	**Good Listener**
8. Help students relate when they're learning to their own needs and interests. If something doesn't make sense to the student, talk about it.	**Answer Questions**
9. Try to build an atmosphere of acceptance and free exchange of ideas.	**Acceptance**
10. Give useful feedback on student ideas and behaviors. Answer questions directly.	**Feedback**

11. Be yourself and be consistent. **Be Yourself**

12. Realize there are no failures in the student's experiences with you. They will learn as much from their mistakes as from their successes. **No Failures**

13. Ask your school representative for help if you are concerned with the student or the program. **Ask for Help**

THE FOLLOWING INTERVIEW WITH A TRAINING REPRESENTATIVE OFFERS SOME VALUABLE ADVICE —

WHAT CHARACTERISTICS DOES A TRAINING REPRESENTATIVE NEED?

"Each time we have a student we learn something. Training representatives must be willing to spend some time learning about the individual students with whom they'll be working. At each site you need training representatives who enjoy their jobs. You need enthusiastic people not just those who are putting in time. People can't satisfactorily show someone else what to do unless they really like doing it themselves."

WHAT ARE SOME THINGS A TRAINING REPRESENTATIVE CAN DO TO HELP A STUDENT MAINTAIN INTEREST?

"You must walk a fine line between limiting a student's training and having the student become economically productive at the site. The student should be given real tasks to do but should never replace an employee. The student must be actively involved, not just watching. Students must do activities required to the actual job."

HOW DO YOU DISCUSS PROBLEMS OF PERSONAL HYGIENE OR GROOMING WITHOUT HURTING OR ALIENATING THE STUDENT?

"We haven't had many problems with this. If it's something minor such as a student wearing a T-shirt with "I live to boogie" across the front, I feel it's better to let the students learn what kind of dress is appropriate by observing employees. If, on the other hand, it was something entirely off base for a regular employee, I would tell students very frankly that a change was necessary if they wished to stay here. In the case of long hair, students would be required to fix it in some way to ensure safety around machinery. Above all, be straight with students and tell them if something is a problem."

WHAT ARE THE PRIMARY BENEFITS A TRAINING REPRESENTATIVE RECEIVES?

"If matched well with students, training representatives will find themselves talking with individuals who really are interested in what they're doing. That will be satisfying in itself. Some of us are isolated in our work. The student gives us someone to talk to about what we're doing. The hardest part of any job is communication — trying to tell other people about your ideas. A student gives us a chance to brainstorm ideas with a new person.

"In addition, the business people who participate in the VESS program have an opportunity to directly train handicapped and/or disadvantaged youth. Several business people told the project representatives that the time invested may pay off greatly in the long run for the local work force, if not their own business specifically. Businesses who sponsor a VESS student believe strongly that handicapped and disadvantaged youth must be taught meaningful skills that will make them contributing members to society."

CONCERNS ABOUT STUDENTS

WHAT ARE THE STUDENTS APT TO BE LIKE?

Student Characteristics

1. Most will work very hard to obtain approval of adults and peers.
2. They may be hesitant to ask questions when they do not understand.
3. They may find it easier to relate to one training representative than several.
4. They may need to be shown as well as told how to do something.
5. They may be hesitant to participate in conversation during coffee breaks.
6. They will handle simple directions better than multiple directions.
7. Many will underestimate their own abilities.

WHAT IF STUDENT BEHAVIOR IS A PROBLEM?

Student Behavior

If student behavior becomes a problem at your site, first try to work it out with the student. If necessary, ask the school representative for assistance. The Training Agreement will identify what the student is expected to do. Therefore, inappropriate behavior will seldom be a problem.

WHAT IF YOU AND A STUDENT JUST DON'T GET ALONG?

Contact the school representative immediately and discuss the problem. They may suggest ways to work out the situation between you and the student. Overcoming the problem may be a significant step in the student's growth. If you can't find a solution, ask that the student be reassigned.

VALUE OF THE PROGRAM

We see the value of the program through the eyes of four very important people.

Training Representative

"I wish you could see students' faces light up when I ask them if they enjoy the program. I think the program is great because it gives the students a chance to learn specific skills. They seem to be discovering that our generation isn't so bad either, which is only fair since we're discovering the same about them. I have found the students very warm and thoughtful."

. . .Training Representative

Parent

"We think the program is great because students learn by doing, not just by reading about how something is done. It makes the student accept more responsibility and do more personal planning."

. . .Parent

Student

"It's the first time I've really looked forward to school. I find that I'm more interested in some subjects. Studying seems easier."

. . .Student

Teacher

"There's a lot to be learned from people in the community. Students can hear only so much from teachers, and it's good for them to hear it from others as well. They're finding out just how important an education really is. I think the program has also helped to inform the public about the students' abilities."

. . .Teacher

UNPAID COOPERATIVE ASSIGNMENTS

Fair Labor Standards Act

The Fair Labor Standards Act contains provisions and standards concerning recordkeeping, minimum wages, overtime pay, child labor, and equal pay. These basic requirements apply to employees engaged in interstate commerce or in the production of goods for interstate commerce and also to employees in certain enterprises which are so engaged. There is no special provision in the Act which precludes an employee-employer relationship between religious, charitable, or nonprofit organizations and persons who perform work for such an organization. Questions arise regarding the existence of an employee-employer relationship and the application of minimum wage regulations when cooperative students, interns, and others are away from the campus on uncompensated work assignments.

The Department of Labor published "Employment Relationships Under the Fair Labor Standards Act" in February, 1972 (WH 1297 REV.) in which trainees were distinguished from employees as follows: "The Supreme Court has held that the words 'to suffer or permit to work', as used in the Act to define "employ," do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If **all** of the following criteria apply, the trainees or students **are not employees within the meaning of the Act.**

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
(2) the training is for the benefit of the trainees or students;
(3) the trainees or students do not displace regular employees, but work under their close observation.
(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students and, on occasion, his operations may actually be impeded.
(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for time spent in training."

SAFETY

The safety of the student and school representative is paramount in the program. The adherence to the OSHA standards is a basic part of the program. No student is willingly placed at any training station or in any situation that jeopardizes the safety of the student.

The limitations of placement in the 17 hazardous occupations of the U. S. Division of Labor are also followed. These occupations are:

Hazardous Occupations

(1) Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
(2) Occupations of motor vehicle driver and outside helper.
(3) Coal mine occupations.
(4) Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperate stock mill.

(5) Occupations involved in the operation of power-driven woodworking machines.
(6) Occupations involving exposure to radioactive substances and to ionizing radiations.
(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus.
(8) Occupations involved in the operation of power-driven metal forming, punching, and shearing machines.
(9) Occupations in connection with mining, other than coal.
(10) Occupations involving slaughtering, meat packing or processing, or rendering.
(11) Occupations involved in the operation of certain power-driven bakery machines.
(12) Occupations involved in the operation of certain power-driven paper products machines.
(13) Occupations involved in the manufacture of brick, tile, and kindred products.
(14) Occupations involved in the operation of circular saws, band saws, and guillotine shears.
(15) Occupations involved in wrecking, demolition, and shipbreaking operations.
(16) Occupations involved in roofing operations.
(17) Occupations in excavation operations.